

People with Disabilities and the Formation of the Basic Education Teacher: A Study of Brazilian Reality

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Abstract

The aim of this research was to verify whether the pedagogy courses and the special formation programs for teachers in Brazil have incorporated into their curriculum matrices disciplines that deal with issues related to people with disabilities, and identify the academic publications on the subject researched. Thus, 1,076 curricular matrices of courses were analyzed, distributed nationwide. The results of this stage of the research allow us to infer that the offer of subjects that refer to issues of people with disabilities in a large number of Brazilian institutions is due to changes related to the legislation, specifically the law of guidelines and education bases in 1996. As a result, the special education has obtained significant progress, if drawn a parallel between its establishment in the 70s and the current day, and that the integration of people with disabilities has been the target of school inclusion policies, the first step in advancing the quality of care for these people has been given, then those educational institutions are already implementing considerably subjects related to the theme in their curricula.

Key Words: Special education; basic education, people with disabilities; courses of pedagogy, teacher training, Brazil

1. Introduction

The Inclusion of People with Disabilities (PcD) has been the aim of the policies of school inclusion. The result of the school census conducted by the National Institute of Educational Studies and Research Anísio Teixeira (INEP) in 2014 indicates that there has been a significant growth in the enrollment in basic education of students with some type of disability. The figures show that in 1998 around 200,000 special students were enrolled in basic education, but only 13% of those enrolled in ordinary classes. In 2014, there were almost 900 thousand enrollments and 698,768 (79%) of these enrollments were held in common classes which represents an increasing of 66%. The right to enrollment of PcD in common basic education has been determined by the national guidance for special education in common basic education since 2001, according to 02 Resolution in its 2nd article states:

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Educational systems ought to enroll the whole students, and must be the school organization charge on organizing the help for the disabled students, the ones with special needs, guaranteeing them an environment necessary for an education with quality for all enrolled (Brasil, 2001, *online*).

From then on, both public and private institutions have to receive the enrollment of these students. It is not only the duty of those legal institutions that offer special education. Furthermore, such institutions should be prepared for better offering to the needed students a variety of facilities adapted to their specific needs. The Resolution in its 18th article states:

Educational systems are responsible for setting up rules which guarantee the offering of condition to the development of pedagogical school Project and having skilled teachers with specialization related to the area of acting out, according to 59 article of LDBEN and based on National Curriculum Guides which delivery attention to the teachers formation in childhood care and education, this course is considered a graduation university level and skills the teachers for a better practice. (Brasil, 2001, *online*).

Facing this new reality, the formation of teachers for basic education is a key element in relation to offer a good quality service to the special needed students. As states the 02 Resolution and is pointed out on its 18th article, 1st paragraph that for being considered able to act with special students, the teachers on charge ought to proven their qualification, and it is checked if there were subjects in their curricula related to special education which would skill them for developing competences and values to:

I – Realize the special educational needs of the students and prioritize the inclusive education.

II – Be flexible in pedagogical decisions toward the different areas of knowledge which are proper to special needs of learning.

III – Evaluate focusing on the educational process which aims to meet the needs for a special education". (Brasil, 2001, *online*).

Therefore, the institutions which offer the formation course for teachers must offer conditions for a good formation, skilling the teachers for acting in a better way while facing the school realities.

In 2006 the Brazilian Education Agency (MEC) promulgated the Guidances for National Curricula launching the Graduation Pedagogy Course, for teaching, through the Resolution 01 enacted by National Education Council/Permanent Council (CNE/CP), on 15th may in 2006. The guidances had as an aim to definy the bases and conditions of learning and teaching processes, and in which way the institutions involved in the process should adopt such principles during the course planning accordingly to the terms on the reports of CNE/CP 05 (2005) and 03 (2006), both reports were previous and were used as tools for the CNE/CP 01 Resolution. Then, from the approval of the Resolution, the courses for teacher's formation offers ought to follow the norms considering such documents.

Expecting to deal with the demand related to teachers formation according to the PcD, Report 03 of 2006 points out the need of reaching the professional awareness toward the education policies concerning to an inclusive education and the students' needs:

It is necessary to highlight the importance these professional to know the policies of inclusive education e understand their implications in pedagogical and administrative ways for having a democratic basic education in the country. Inclusion is not a modality of, but a principle of educational work. Inclusion and attention to the needs of special education are demands in the root of schooling education, as a whole. (Brasil, 2006, *online*).

Therefore, at the moment of planning the pedagogical Project, the institutions of teachers formation on charge of it, should include in their curriculum chart the amount of class-hours during the course that are dedicated to deal with subjects related to people who need special education. It must be highlighted that the term used to refer to people with special needs is in the Resolution CNE/CP 01, 15 May, 2006.

In this context, the aim of the present research was to verify if the pedagogy courses and their programs of pedagogical formation in Brazil draw attention to the theme of subjects in their curricula which consider people with special needs, as well as identify the academical published researches about the theme pursued here.

2. Theoretical Bases

2.1 Contextualizing the special and inclusive education

The new way of contemporary practices in special education has been here since the 60s, and from then on, the theorists' assumptions which are the base of this field have been changing, leading to a big shift in the way society interact with people who are disabled.

Until the presence of these theoretical assumptions, there was not a worrying about what was related to the needs of disabled people education in terms of schooling. Jesus, Martins & Almeida (2004:65) point out that "there was a conception of exclusion, where the disabled ones were forgotten and hidden". It was a period in the history remarked by the veneer and segregation of people who need special treatments; it means here, a specific education.

Accordingly, the same authors state that the increase of psychometric techniques in the 50s and 60s, developed at the moment of the boom within the pedagogical-medicine, started a movement in which awoke the concerning related to the diagnose and classification of disabilities.

But, only in the 70s, those people having any kind of disabilities were not really recognized as human beings and they had to be introduced in their communities because they are humans who need special treatments".(Jesus, Martins & Almeida, 2004).

In the 70s, Cardoso (2004) points out that "there is a decade that special education has been spread in the throughout the country and it is considered a sub-system of teaching. That moment appeared the so called special classes, as well as the creation of categorization and classification of the sorts of mental diseases".

For about three decades this conception of special education as a sub-system of teaching was on. It was something like a parallel education to the official one. It was thought that that was the right way to take care of the special students and even those who did not fit in the rigid learning systems, as declared by the Special Education Agency. (MEC, 2007).

About that period and according to the document of National Policies for Special Education in the perspective of inclusive education, elaborated by MEC/SEESP in 2007, this perception of special education "had a huge impact in the history of special education, having as a result the practices which have focused the aspects related to disability, in contrast to its pedagogical dimension". (MEC, 2007:08).

Thus, it is understood that this model, in the beginning, which was framed for special education, brought contributions to the development of itself, because it has been from it on that people with disability had access to the schools. However, thinking in a long term, the segregation as disabled ones were treated, kept them away from interacting within the society.

Therefore, the Brazilian Federal constitution of 1988, in its article 206, subsection I, sets up that "equality of conditions to access and stay at school" as a basic principle and it is a duty of the State to offer special education, mainly in the regular system of education (article 208).

In 1994, the Declaration of Salamanca provoked an up-side-down in the parameters of special education when claims that "schools should take care of the whole children, it does not matter their physical, literary, social, emotional, linguistic or other conditions". (UNESCO, 2006, p.330).

From then on, the concept of special education needs was spread, emphasizing the necessity of interaction the specific characteristics of each student with the social-educational context.

However, even having the help of legal supports, there was a doubt in the air which was related to the effectiveness implementation of the policies planned to guarantee access, participation and learning to all the students. There was an uncertainty related to their ending goals. (MEC, 2007).

In the decade of 90s, The Law of Guides for the National Basic Education, Law 9,394, 1996, in its article 59, points out that the educational systems must offer to their students the specific resources and facilities, including curricula, as a support to meet their needs.

In 2001, Resolution CNE/CEB 02 from 11 September in 2001, decided that all the educational system which offer basic education ought to enroll and welcome all the students who need special education, giving them properly conditions for an education of quality.

Finally, the Brazilian Law of inclusion that includes people with disabilities was published on 6 July in 2015. Thus it establishes to all the PcD, the right to take control of conditions for a better equality, having as a goal the social inclusion of those people. Accordingly what is related to education, in its article 27 it is established that:

Education is a right of disabled people, it is assured na inclusive educational system in all levels of learning for a lifetime, in a way to reach the development of talents and physical skills, senses, literary and social, according to their characteristics, interests and needs of learning. (Brasil, 2015, *online*).

Thus, the specific law would be assured via public power assuring to PcD the right of having na inclusive educational system in the whole process of formation. It is also specified in the document that the access has to be assured, implemented and evaluated to secure the quality and a good assistance the students' specificities.

2.2 Concepts, definitions and terminologies used

The insert of new policies related to special education happened in the 70s turned possible not only a high jump in the offering of teaching, but have brought a deep thinking about the terminologies used.

Carvalho (1997) points out that until the 70s it was common the use of the term exceptional to refer to disabled people. From the 80s on, the term was replaced by people with disabilities. However that term was revised and in the beginning of 90s turned into the term people with special needs, this terminology last until 1994, being replaced by people with disabilities, according to Salamanca Declaration in 1994 and has been used nowadays.

As could be realized, some changes related to special educations have happened the last years, those are changes which provided new educational focuses. Therefore, UNESCO in 1994 advocates:

Talking about special educational needs imply emphasize the things school can do to reward the students' difficulties, because in this focus, it is understood that the difficulties of learning has an interactive aspect and depends not only the students' limitations, but the educational conditions that they are offered to. (UNESCO, 1994:40). In relation to the legislation which cover this terminology, the Law 10,098 on 19 December 2000, in its article 2, paragraph III, establishes as a definition for people with disabilities as a person who has his or her capacity limited, permanently or temporarily in relation to his or her social environment and its form of use.

The Decree 5,296 of 2 December, 2004 defines as a person with disability the one that has any kind of limitations and unskilled to develop activities, in doing so, it classify the disability em physical one, it means, where there is malfunction in one of the limbs of the body, like physical malfunction, auditory disability, characterized for total or partial non capability of hearing; visual disability, partial or total as well as brain disorder, dementia, in its different forms of intellectual limitation, and finally the multiple disability which is associated to two or more different sorts of disabilities.

More recently, Law 13,146, July 6, 2015, in its article 2 defined the person with a disability as a person who is physically, mentally, intellectually ineligible, or one who is obstructed by a participation in conditions of equality with society as a whole. It is important to highlight that in the current research, only the classification of physical and mental disabilities was considered, since the auditory and visual ones follow legislation and specific norms.

In this context, the new way of conceptualizing this public, has provided an advance in the attendance of these, since it also promotes legal support as to the type of disability that the person possesses. Thus, when using the name Person with Disabilities, it is understood that this is a student "who carries some learning problem throughout his/her schooling, which requires a more specific attention and greater educational resources than the necessary ones for the colleagues of their age "(Coll, Palacios & Marchesi, 1995: 11). According to the above-mentioned definition of Coll, Palacios & Marchesi (1995), it is understood that when talking about a Person with Disabilities, there is not a denial of the student's development problems, but rather the understanding that the analysis of the learning potential of these subjects, together with the evaluation of the needed resources for a better development, which will allow the integration of these in the regular education system.

2.3. Teacher formation for people with disabilities

In the year 2015 was celebrated 180 years of teacher formation in Brazil, a period marked by many important changes and milestones in the trajectory. Saviani (2009) presents six time cuts, those for the author are defining the transformations that occurred in the period:

1° - 1827-1890: Intermittent tests of teacher education;

2° - 1890-1932: Establishment and expansion of the standard of normal schools;

3rd - 1932-1939: Organization of education institutes;

4th - 1939-1971: Organization and implementation of pedagogy courses and teaching license and consolidation of the standard schools model;

5th - 1971-1996: Replacement of the normal school by the specific teaching qualification;

6th - 1996-2006: Advent of higher education institutes and higher normal schools and approval of LDBEN. (Saviani, 2009, online).

According to Saviani (2009), the reforms occurred presented a dispute between two models, a first classified by the author as a model of cultural-cognitive content (Saviani, 2009), which considers teacher formation only as a specific domain of content in the discipline that the teachers will teach and the second model considered as a pedagogical-didactic model (Saviani, 2009), which considers that in addition to specific knowledge, teacher formation should contemplate pedagogical-didactic preparation. With regard to the formation of teachers for the care of students with special needs, in the first four time cuts presented by Saviani (2009), the theme is not considered, since until the 1970s this service was offered in specialized institutions, by expert professionals. In the 5th time cut, there is a concern about attendance to the PcD, but the emphasis on special education begins with the approval of LDBEN in 1996. Table 1 presents an overview of the changes that have occurred in teacher formation for Care for people with disabilities.

Table 1: Changes in legislation for formation of teachers in Brazil

| Period | change | Description |
|--------|--|--|
| 1973 | National Center for Special Education (CENESP / MEC) | Establishes the creation of the first body responsible for formulating and monitoring a special education policy at the national level. From this creation on it was implemented the educational service for students with special needs also in regular state and municipal schools, and the special classes and the attendance of these students in common classes arose. |
| 1996 | Law 9,394 of Dec 20, 1996. Law of Guidelines and Bases of National Education - (LDBEN) | Establishes in its article 59 that the education systems will ensure the students with special needs: teachers with adequate specialization at the intermediate or higher level, for specialized care, as well as teachers of regular education trained for the integration of these students in the common classes. |
| 2001 | Law 10,172 of Jan 9, 2001. National Education Plan (PNE) | It establishes in item 10.2 that the formation courses must obey, at any of its levels and modalities, the following principles: Inclusion of issues related to the education of students with special needs and gender and ethnicity issues in formation programs. |
| 2001 | Resolution CNE / CEB 02 of September 11, 2001. National Guidelines for Special Education in Basic Education | Establishes in article 8 that schools of regular network of education must anticipate and provide in the organization of their common classes: III - teachers with adequate specialization at the intermediate or higher level, for specialized care, as well as teachers of regular education trained for the integration of these students in the common classes. |
| 2006 | Resolution CNE / CP 01, May 15, 2006. National Curricular Guidelines for the undergraduate course in Pedagogy, teaching license. | Establishes in its article 5 that the egress of the course of Pedagogy should be able to: X - demonstrate awareness of diversity, respecting the differences of environmental-ecological, ethnic-racial, gender, generational bands, social classes, religions, special needs, sexual choices, among others; In its Article 8: In terms of the institution's pedagogical project, the completion of studies will be carried out through: III - complementary activities involving the planning and progressive development of going on course work, monitoring activities, scientific initiation and extension activities, directly oriented by a member of the faculty of the institution of higher education arising from or linked to the disciplines, areas of knowledge, seminars, scientific-cultural events, curricular studies to provide experiences in some modalities and experiences, and optionally, the education of people with special needs, rural education, indigenous education, education in remained black communities, non-governmental organizations, school and non-scholar public and private. |

Fonte: Prepared by the Authors.

Before the scenario presented in Table 1, it can be seen that at the first moment with the creation of the National Center of Special Education (CENESP), it is not explicit anything about the formation of teachers to attend to the PcD, it is only mentioned that there should be an educational service for students considered as special.

From LDBEN in its article 59 is established that teachers should be able to receive such students in common classes. The PNE points out in guideline 10.2, in one of the items, a curricular change, in which teacher formation courses should include the subject related to the education of students with special needs. Resolution CNE / CEB 02 reaffirms what is established in LDBEN making it clear that special education should happen in common classes of the regular network.

Finally, the institution of the guidelines for the course of Pedagogy in 2006 establishes that the egress of the course should be able to respect the differences of the student, among them, the special needs, and also states that the course should display on its pedagogical project "optionally" the education of people with special needs, which Saviani (2008) criticizes and considers a retrocession and a secondary form of addressing the issue.

On the other hand, the Brazilian Law on the inclusion of people with disabilities brings some requirements regarding the training of teachers to care for these people. In its article 28, item X, it is ensured that "- adoption of inclusive pedagogical practices by programs of initial and continuing teacher training and provision of ongoing education for specialized educational services" (Brasil, 2015, online), and subsection XIV "inclusion in curricular contents, in courses of superior level and of technical and technological professional education, of subjects related to the person with disability in the respective fields of knowledge" (Brasil, 2015, online). In this way, the new law presents in a more reinforcing way that the formation of teachers from then on must consider aspects related to inclusion, as well as inserting in their curricula contents that approach the subject.

2. Methodology

Reaching the proposed aim for, this research was divided into four stages. At all stages the methodology used was content analysis in a qualitative approach with a descriptive approach:

1st stage: Completed in the second half of 2015. Courses of pedagogy, higher education in teaching license, and special programs of pedagogical formation of teachers in the e-MEC webpage.

2nd stage: Held in the first semester of 2016. A time cut of the courses raised in the first stage was made, for later analysis of their curricular matrices, following criteria:• Accreditation in the MEC, with data available in the e-MEC platform, of the same body;• Existence of a website that made access to the curricular matrices of Pedagogy courses available.

3rd stage: Analyzes of the matrices selected in the second stage of this research (1.076) were carried out, searching in these matrices, disciplines that had in their programmatic contents the following descriptors: Person with Disability; Inclusive education; Special education; Inclusion; Special Educational Needs; supporting Technology and Accessibility, or some other descriptor related to this issue.

4th stage: Held in the second half of 2016. The universe of this part of the research was composed of dissertations and theses on the researched topic. A consultation was made to the Digital Library of Theses and Dissertations (BDTD) of the Brazilian Institute of Information in Science and Technology (IBICT), to raise what has been produced about people with disabilities in the formation of the teacher of basic education. It is emphasized that a temporal cut was not made for this search. The descriptors adopted for the searches were: teacher formation and people with special needs; formation of teachers and people with disabilities; formation of teachers and people with special needs; people with disabilities and pedagogy courses; People with special needs and pedagogy courses, and special education and pedagogy courses.

3. Results and Analysis of data

The result demonstrations as well as its analysis, was grouped into four items, according to the methodology stages:

1st stage: 1,550 courses of Pedagogy, higher teaching license and courses of the special programs of pedagogical formation of teachers were found on the e- Mec webpage. It is worth mentioning that courses were studied in public and private institutions in the five Brazilian regions.

2nd stage: out of 1,550 courses identified in the first stage of this research, 1,076 curricular matrices were selected for analysis, since only these met the criteria established in the research, mainly the criterion on access to curricular matrices. It is worth mentioning that out of 1076 curricular matrices surveyed, 112 were from the North Region, 255 from the Northeast; 106 of the Center West; 421 in the Southeast and 182 in the Southern Region. It should be observed that the number of institutions analyzed in each region was consistent with the number of institutions accredited by the Ministry of Education in each of these regions.

3rd Stage: The results presented in the research (Table 2 below) show the significant presence of special education in teacher formation. Of the 1,076 courses selected in the second stage of this research, it was verified that there are 734 institutions (68.22%) that contemplate disciplines on special education and related in their curricular matrices.

When the analysis is made for each of the Brazilian regions, it can be noted that the northern region has the expressive presence of special education (93.00%) in the curricular matrices of its courses, followed by the Central West with 89.6 % By the South region with 76.37%, by the Northeast with 70.19% and, at last, by the Southeast where 54.16% of the analyzed institutions offer some discipline correlated with special and inclusive education.

Table 2: Disciplines related to people with disabilities and the curricular matrices of Pedagogy courses

| Region | Number of curricular matrices of the institutions surveyed | Number of institutions with special and inclusive education disciplines | Number of courses with programmatic content related with the researched topic |
|--------------|--|---|---|
| North | 112 | 93 | 33 |
| Northeast | 255 | 179 | 50 |
| Central West | 106 | 95 | 52 |
| Southeast | 421 | 228 | 192 |
| South | 182 | 139 | 70 |
| Total | 1.076 | 734 | 397 |

Source: Researched Data.

The results of this stage of the research allow us to infer that the offer of disciplines that refer to the issues of people with disabilities in a large number of Brazilian institutions is due to the relative changes, at the first moment to the legislation, specifically the Law of Guidelines and Bases Of the National Education of 1996, since the period before the law, at the time of creating the CENESP, there was no mention of the formation of teachers to attend the PcD. Already in LDBEN can be found in article 59 a paragraph that presents the requirement.

Another important point that should be observed concerns the right to enrollment in common basic education, established from Resolution n. 02 of September 11, 2001, which in its article 2 resolves that educational institutions must, besides enrolling these students, ensure a quality education for them. Indeed, if we consider the INEP data, in which there was a significant increase in the number of basic education enrollments of students with some type of disability, around 66%, we can infer that this factor might also have contributed to a greater insertion of the theme on teacher formation.

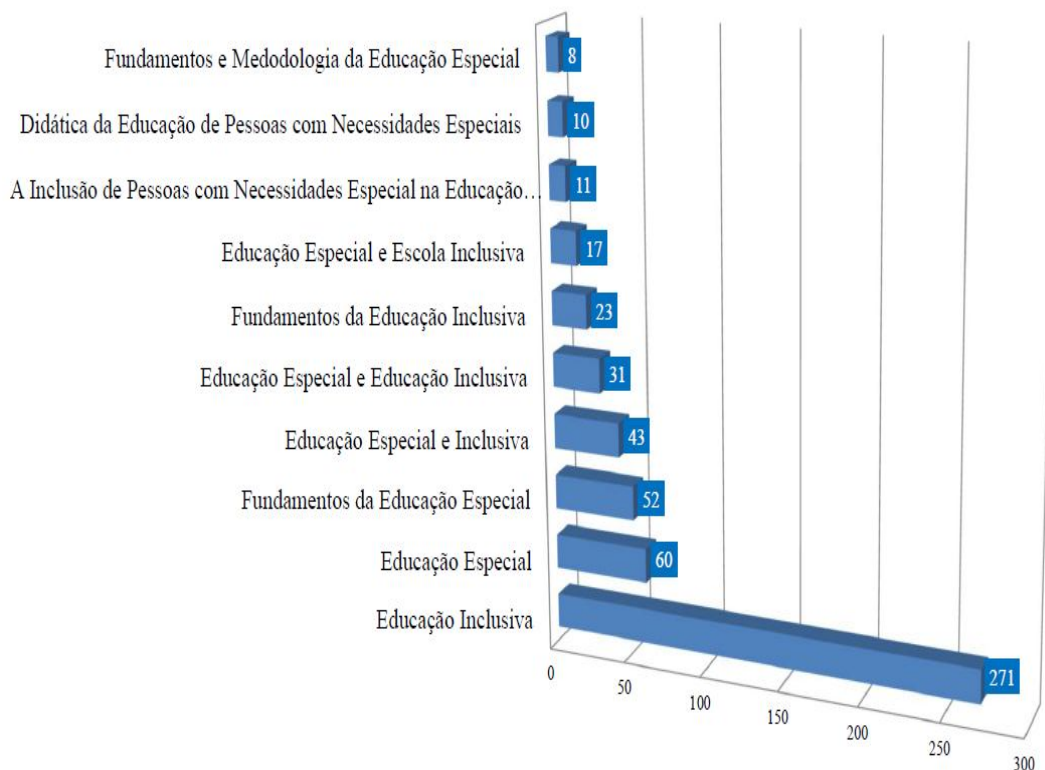
Furthermore, it is important to note that 397 disciplines were found at this stage whose program content refers to special and inclusive education, although the names of the subjects are not exactly the same, since they depend on the pedagogical, didactic, political, conceptual or directed towards some specific disability, for example, that a course aimed, or even due to the richness of the Brazilian vocabulary and its regional diversities. Then, among the 397 diversities of discipline names, the 10 names that appear the most in the research, as shown in figure 1, are presented here.

As shown in figure 1, the use of the special education and inclusive education nomenclatures is still frequent, which are comprehensive terms, which does not allow the specific understanding of what contents and approaches are contemplated.

As provided in Resolution n. 02 of September 11, 2001, so that teachers can be considered qualified to work with the PcD, the formation of teachers should cover contents that contemplate the development of values and competences in which the educator can be able to perceive the educational needs of its students, As well as being able to adopt a flexible pedagogical practice that frames the reality of those students. Also, assess if such practice is effective and presents the expected results.

For a better understanding of how formation is given in this sense, it would be necessary to analyze the menus related to each discipline, which was not carried out in this study.

Chart 1: Disciplines whose programmatic content correlates with special education



Source: Researched Data.

Here are the names of the disciplines of the chart 1 in English:

- ✓ Special Education Methodology and bases.
- ✓ Pedagogy of education for people with special needs.
- ✓ Inclusion of people with special needs in education.
- ✓ Special Education and Inclusive School.
- ✓ Inclusive Education bases.
- ✓ Special Education and Basic Education.
- ✓ Special and Inclusive Education.
- ✓ Special Education Bases.
- ✓ Special Education.
- ✓ Inclusive Education.

4th step: First, 589 records were found and, after analyzing these records, it was concluded that 254 were repeated during the search. Then, the actual number of records to be analyzed was 335, which were analyzed as follows: For each of these records a reading of their titles, their keywords, their summaries and, in some cases, the complete work. Thus, of the 335 registers found, 70 conversed with the research topic, but with different approaches, for example: they dealt with case studies on the formation of teachers and people with disabilities; On teacher formation and some specific type of disability; Analysis of the curricula of Pedagogy courses, but not a national overview, but studies in certain institutions, states or geographic regions.

Finally, this result confirms the relevance of this research in identifying in the courses of Pedagogy the existence of disciplines that deal with special education or related subjects presenting the Brazilian reality about this topic of discussion.

5. Final Comments

Based on this research, it was possible to observe that special education has made significant progress, if it draws a parallel between its emergence in the 70s and today. People previously segregated or even hidden in their homes by their families and ignored by society, are more and more present in regular schools, demanding in this way, greater attention if compared to classmates and compatible age, as well as different resources, Coll, Palacios and Marchesi (1995) point out that when defining the concept of disabled person, thus provoking a constant reflection on the whole school community regarding the actions of the institution, necessary for their schooling and their learning process, as pointed out by Coll, Palacios and Marchesi Necessary to attend to their educational specificities.

The survey of curricula of teacher formation institutions in Brazil shows that, through policies related to special education, the first step in advancing the quality of care for these people has already been given, so that institutions have already been implementing disciplines related to their curricula, as shown in this research. It is worth noting that despite the considered regression by Saviani (2008) regarding a possible secondary approach to the subject that would have been treated as an optional regime in the national curricular guidelines for the undergraduate degree course in Pedagogy, when instituted by the MEC in the year of 2006, the results of this research showed, after ten years, that almost all the higher education institutions surveyed frame the requirements contained in Resolution CNE / CP 01.

However, it remains to be seen if the formation obtained at colleges and universities has been sufficient and relevant so that the professional, who will be inserted in the school environment, will, in fact, be able to act and contribute to the pedagogical formation of this public.

It is important to say that the understanding of this questioning and of other issues that emerged throughout this study require a new research, in which the papers of the disciplines related to the PcD are analyzed, and although they contemplate visits in the field, that allow a better perception of the practice carried out in the institutions of teaching. In this sense, from this study, new possibilities of research appear that contribute to the understanding and advancement of special education in Brazil.

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